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ABSTRACT

The Extended Opportunity Programs and Services (EOPS) were established by the California legislature in 1969 to provide financial and academic support to educationally disadvantaged, full-time community college students residing in California. As part of its annual reporting requirements, the Chancellor's Office of the California Community Colleges must provide the legislature with data identifying trends and issues in the state's EOPS program. These 1988-89 and 1989-90 EOPS annual reports provide program information in the following areas: (1) emerging trends in EOPS student demographic characteristics and educational goals; (2) findings from the statewide survey of EOPS programs, including program funding and expenditures from both state and local allocations; (3) a comparison of EOPS students with other full-time students, examining age, gender, ethnicity, high school graduation status and educational goals; (4) EOPS activities and services, including the percentage of students participating in recruitment and outreach, instructional services, counseling and assessment, financial aid, transfer services, job/career employment services, and child care; and (5) efforts to improve EOPS data collection. Comparative analysis of data for the two periods (1988-89 and 1989-90) reveals that the total number of EOPS students rose from 41,164 to 45,168; the percentage of EOPS students with high school diplomas dropped from 73.5% to 69.5%; the number of EOPS students receiving EOPS direct grants dropped from 61.4% to 55.3%; and the percentage of EOPS students utilizing child care services dropped from 2.7% to 1.5%. Data tables are included. (GFW)

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EOPS Annual Reports for 1988-89 and 1989-90.

by Thelma Scott-Skillman

and

Rod Tarrer

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Discussed as agenda item 17 at a meeting of the Board of Governors of the California Community Colleges (Stockton, CA, March 14-15, 1991).

JC 910150

Board of Governors
California Community Colleges
March 14-15, 1991

EOPS ANNUAL REPORTS FOR 1988-89 AND 1989-90 — 17

First Reading, Action Scheduled

Background

Section 69655 of the *Education Code* requires that the Chancellor's Office submit an annual report to the Legislature on Extended Opportunity Programs and Services (EOPS). The first of those annual reports, for the 1986-87 academic year, was presented to the Board in February 1987. The second, for the 1987-88 academic year, encountered a series of delays before it was presented to the Board in January 1990. The delays were the result of agency audits and staffing changes and shortages that began in September 1988.

Because data for the 1988-89 Annual Report, which would normally have been presented to the Board in January 1990, was incomplete, it was decided administratively to defer its presentation until 1991. At that time, annual reports for both 1988-89 and 1989-90 would be presented to the Board, allowing staff to "catch up" with the mandated reporting schedule.

Analysis

As in the past, the annual reports that constitute this agenda item are based on data collected by the Chancellor's Office from campus EOPS programs. These data provide a fairly comprehensive profile of EOPS students and program activities. However, they do not include student outcomes data, which would provide the basis for evaluating the ultimate effectiveness of the EOPS program.

Chancellor's Office staff has conducted preliminary studies that indicate the EOPS program is effective in terms of student outcomes. However, the studies are based on a relatively small sample of EOPS students. The statewide Management Information System (MIS) is now collecting comparative data on EOPS students from a majority of districts. For the 1990-91 Annual Report, the Chancellor's Office intends to phase out the collection of data from campus EOPS programs and to use data collected through MIS, including data on student outcomes.

JC 910150

Recommended Action

That the Board of Governors approve the 1988-89 and 1989-90 Annual Reports on Extended Opportunity Programs and Services for transmittal to the Legislature, pursuant to Section 69655 of the *Education Code*.

Staff Presentation: *Thelma Scott-Skillman, Vice Chancellor*
Student Services

Rod Tarrer, Specialist
Student Services

Annual Report on Extended Opportunity Programs and Services

1988-89

Extended Opportunity Programs and Services (EOPS) was established by the Legislature in 1969 by Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). EOPS represents the State's commitment to providing financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from attending college and/or otherwise discourage their successful participation in postsecondary education. To help them succeed, the program provides services that are specifically designed for EOPS students and that supplement the colleges' educational programs. The services include counseling, academic assessment, basic skills instruction, tutoring, book grants, and child care, among others.

To qualify for EOPS assistance, a student must be a resident of California, enrolled full-time, eligible for a Board of Governors Grant (BOGG), and educationally disadvantaged.

In 1970-71, its first year of operation, the program received $2.8 million in State funds and served 13,000 students at 46 community colleges. In 1988-89, EOPS received over $29 million in State funds and provided services to more than 41,000 students at 106 colleges.

Full implementation of the Management Information System (MIS) being developed by the Chancellor's Office will be required to more closely monitor the progress of the statewide EOPS program and more precisely evaluate its effectiveness in meeting the needs of a special, rapidly growing student population. MIS will collect student data on EOPS status, including such information as program eligibility, date of acceptance into the program, details on eligibility for a BOG Grant, and whether transfer assistance was provided. When fully operational, MIS will enable the Chancellor's Office to compare EOPS and non-EOPS students with respect to demographic characteristics, educational goals, academic programs, and educational outcomes.

Section 69655 of the *Education Code* directs the Board of Governors to report annually to the Legislature on Extended Opportunity Programs and Services. This report to the Board has been prepared for that purpose. It is based on (1) data furnished by 106 EOPS directors in a survey conducted by the Chancellor's Office for the 1988-89 academic year, and (2) supplemental information gathered during EOPS Operational Program Reviews, which are conducted each year at a sample of community colleges. The report identifies significant and emerging trends and issues in EOPS, and examines in some detail various aspects of the program, including funding, student demographic characteristics, and numbers of students receiving specific services. The report also provides a brief description of newly implemented efforts to improve EOPS data collection.

Emerging Trends in EOPS

An analysis of the data collected in the 1988-89 survey reveals a number of emerging trends in EOPS programs and services offered by California's community colleges.

1. **Enrollment**

   EOPS enrollment continues to grow. In 1988-89, EOPS programs served more than 41,000 community college students statewide. This represents an increase of approximately 5.3 percent over the number of students served the previous year.

   Preliminary data for 1989-90 also indicate an increase of over 5 percent in EOPS enrollment to more than 43,000 students, and initial reports for 1990-91 indicate that increase is continuing.

2. **Age**

   EOPS students are older than the average community college student. Close to one-half (46%) of the EOPS students enrolled in 1988-89 were at least 26 years old. In comparison, less than one-fourth (23%) of all full-time students were of a comparable age. The age difference is notable in that, traditionally, it has been the part-time community college student who is older. This trend is expected to continue for the foreseeable future.

3. **Gender**

   EOPS students are predominantly women. Of those enrolled in 1988-89, 64 percent were women, as compared to 51 percent of all full-time students. This trend is expected to continue as increasing numbers of low-income single mothers seek educational opportunities and greater economic security for themselves and their families.

4. **Ethnicity**

   EOPS students are predominantly from ethnic minority groups. Of those enrolled in 1988-89, 70 percent were from such groups, as compared to 43 percent of all full-time students. *Looking Ahead, Data for Planning* (Chancellor's Office, December 1987) reported that 40 percent of California's population at that time was made up of racial and ethnic minorities. By 2005, that figure will have increased to about 50 percent. In the Community Colleges, the number of ethnic minority students is expected to increase slowly but steadily over the next 15 years at a rate well ahead of the statewide trend toward a predominantly ethnic minority state.

5. **High School Education**

   Nearly three-fourths of EOPS students in 1988-89 had graduated from high school. Another 11 percent had received a High School Equivalency Certificate, and 16 percent were non-graduates. The high school graduation rate of EOPS

students is similar to that of all Californians, 73 percent of whom are high school graduates (1980 Census).

6. **Educational Goals**

The majority of EOPS students have transfer as a goal. Of those enrolled in 1988-89, 55 percent planned to transfer to a four-year institution, either with or without completing an associate degree. Another 26 percent aspired to vocationally related or other associate degrees. MIS data will allow comparisons with the overall full-time student body.

Findings from the Statewide Survey of EOPS Programs

The following data are from responses by the colleges to the Chancellor's Office 1988-89 survey. All of the 106 community colleges responded.

Program Funding and Expenditures

In 1988-89, the State provided $29.1 million in funding for Extended Opportunity Programs and Services. District support for the program totaled $8.9 million. The district contribution represented approximately 31 percent of the total State contribution. This amounted to substantially more than the 15 percent match required by law and demonstrates a serious commitment to EOPS at the local level.

A breakdown of State and local EOPS allocations for 1988-89 is provided in Table 1. As indicated, approximately 83 percent ($31.4 million) of the total funds were used for student services and financial aid. The remaining funds were used to support EOPS administrative functions.

Table 1
State and Local EOPS Allocations
1988-89
(Millions of Dollars)

Total State Allocation	**$ 29.1**
Administration	2.9
Services	16.3
Student Financial Aid	9.9
Total Local Allocations	**$ 8.9**
Administration	3.7
Services	5.2
Total Funding for EOPS	**$ 38.0***

*Total cost per EOPS student served was $925.

Student Demographic Characteristics

In 1988-89, EOPS services were provided to 41,164 students. These students represented approximately 15 percent of all full-time community college students enrolled that year. Over 90 percent of EOPS students were enrolled full-time. The remaining 10 percent were students admitted into the EOPS program on a three-fourths basis. EOPS regulations allow for this.

Preliminary data for 1989-90 indicate an increase of approximately 5 percent in EOPS enrollment, to some 43,000 students. This projected increase underscores the need for increased funding, particularly in light of the adverse impact of inflation on the cost of such important services as child care and tutoring, as well as on staff salaries and benefits.

Data on the age of EOPS students, as compared to all full-time community college students are presented in Table 2. Age data on EOPS students are reported differently than that for the entire full-time student body, which prevents meaningful comparisons between the two groups. However, it does appear that EOPS students tended to be older than the total 1988-89 full-time student population. For example, 46.6 percent of EOPS students were 26 years old or older, while only 23.5 percent of all full-time students were 25 years old or older.

It should be noted that in this and all subsequent tables, the 41,164 students in the EOPS program in 1988-89 are included in the total full-time enrollment figure of 283,667.

Table 2
Student Age Data
1988-89

EOPS Students		All Full-Time Students	
Total Students	**41,164**	**Total Students**	**283,667**
Age	**Percent**	**Age**	**Percent**
Under 18	1.8	19 or under	42.0
18 - 25	51.5	20 - 24	34.8
26 - 35	30.0	25 - 29	9.6
36 +	16.6	30 - 49	12.4
		50 +	1.1

Data elements collected by EOPS programs are different than those reported by colleges through the MIS system. This problem will be resolved when MIS is fully implemented.

Table 3
Student Demographic Data
1988-89

EOPS Students		All Full-Time Students	
Total Students	**41,164**	**Total Students**	**283,677**
Gender	**Percent**	**Gender**	**Percent**
Male	36	Male	49
Female	64	Female	51
Age*		**Age***	
Less than 26	54	Less than 26	77
26+	46	26+	23
Ethnicity		**Ethnicity**	
White	30	White	57
Black	17	Black	8
Hispanic	24	Hispanic	15
Asian/Pacific Islander	23	Asian/Pacific Islander	11
Native American	2	Native American	1
Filipino	1	Filipino	3
Other/Unknown	3	Other/Unknown	5

*Categories for all full-time students are actually "Less than 25" and "25+."

Sixty-four percent of EOPS students in 1988-89 were women, as compared to 51 percent of all full-time students (Table 3). EOPS students appeared to be older than the average community college student. Also, 70 percent of EOPS students were from racial or ethnic minority groups (Table 3). The following racial/ethnic minorities have greater representation in EOPS than in the total full-time student population: Black, Hispanic, Asian/Pacific Islander, and Native American.

The consistently higher percentages of racial and ethnic minority students enrolled in the EOPS program should be attributed, in part, to the successful outreach and recruitment efforts of EOPS staff.

The higher percentage of women enrolled in EOPS reflects a trend that dates as far back as 1984-85, when women constituted 54 percent of EOPS students. In 1988-89, that figure had increased to 64 percent. The exact cause of this increase cannot be determined readily. It is likely, however, that the child care services provided by the

Cooperative Agencies Resources for Education (CARE) program, which began in 1982-83, had a significant impact. CARE provides supplemental assistance and support services to EOPS-eligible students who are single parents receiving Aid to Families with Dependent Children (AFDC). In 1988-89, CARE was serving some 2,600 students in 39 EOPS programs.

Data on high school graduation status and educational goals of EOPS students are presented in Table 4. The great majority of EOPS students in 1988-89 had high school diplomas (73.5%). Another 10.6 percent had passed the General Educational Development (GED) test and received a High School Equivalency Certificate. Approximately 16 percent had not graduated from high school.

The majority of EOPS students in 1988-89 reported an educational goal of transferring to a four-year college or university (54.6%). Of those who wished to transfer, approximately 70 percent intended first to earn an associate degree. The educational goals of 15 percent of the EOPS students was to earn a vocationally oriented associated degree. Approximately 9 percent wished to obtain a certificate or license, and 10.2 percent had "other" educational goals.

Comparison data on high school graduation status and educational goals for the general community college student body are expected to be available once the Management Information System is fully operational.

Table 4
EOPS Student Demographic Data
1988-89

Student Characteristics	Percent
High School Graduation Status	
Diploma	73.5
GED/Certificate	10.6
Not a Graduate	15.9
Total EOPS Students	**38,577**
Educational Goals	
Transfer, without AA/AS Degree	16.5
Transfer, with AA/AS Degree	38.1
Vocational AA/AS	15.0
Other AA/AS	11.3
Certificate/License	8.8
Other	10.2
Total EOPS Students	**40,103**

The Chancellor's Office 1988-89 survey also asked EOPS programs to provide data on the number of EOPS students who had met particular educational goals. The responses indicated that almost 10 percent of EOPS students had completed an associate degree. In addition, over 8 percent had requested copies of their transcripts in preparation for transfer to a four-year institution. Data management in this area may require further attention. However, it should be noted that research on two-year college retention and persistence is almost nonexistent. Most studies have focused on four-year residential universities and not the two-year commuter college. MIS will be a positive step in capturing useful data that may help clarify and resolve retention and persistence issues.

EOPS Activities and Services

In the 20 years since the program was established, EOPS staff have worked to develop the kinds of specialized support services and activities that provide access and success for a diverse and underrepresented student population. The wide array of innovative services and activities available to EOPS-eligible students is described below. In most instances, they are "over and above and in addition to" the services offered to the general student population.

Outreach and Recruitment. A student's initial contact with the EOPS program usually comes through the outreach and recruitment efforts of college staff (see Table 5). These contacts generally are informal, such as talking with students at an information booth on campus or during a presentation at a local high school. In addition, EOPS staff may publicize the program by visiting employment offices, local church groups, civic organizations, showing videos, and talking to parents and students in shopping malls.

Table 5
Recruitment and Outreach Services
1988-89

Service	Number
Contacted	117,745
Recruited *(prior to determining eligibility for EOPS)*	37,787
Recruited *(EOPS-eligible)*	20,080
Orientation/Registration Services	25,755

Through these methods, the word about the EOPS program was brought to almost 118,000 potential students during 1988-89. EOPS programs directly recruited 37,787 students who eventually enrolled in their college. Of those, 20,080 were later determined to be EOPS-eligible. Over 25,700 EOPS students, or 63 percent, of the 41,164

EOPS students enrolled in 1988-89 received EOPS orientation and/or early/priority registration services.

Instructional Support. The *Education Code* and Title 5 regulations governing the EOPS program direct colleges to provide basic skills instruction and tutorial assistance to eligible students. Forty-three percent of the 1988-89 EOPS students had received some form of instructional support from EOPS (see Table 6). More specifically, 14 percent of the EOPS students received EOPS-specific or EOPS-sponsored instructional services such as summer readiness, extended orientation, basic skills, or study skills. "Over and above" tutoring services were received by 24 percent of the EOPS students. It should be noted that EOPS students are also eligible for the remedial instruction and tutorial services available to community college students in general; therefore, the data in Table 6 probably understate the amount of instructional support EOPS students received.

Table 6
Instructional Services
1988-89

Service	Students Served	
	Number	Percent
Unduplicated Total	17,533	43
EOPS-Specific Instruction	5,737	14
Tutoring	10,049	24
Book Services/Book Loans	11,319	28

Table 7
Counseling and Assessment Services
1988-89

Service	Students Served	
	Number	Percent
Unduplicated Total	40,600	99
EOPS Counseling	40,021	97
Testing/Assessment	12,448	30
Paraprofessional/Peer	28,440	69

Counseling and testing/assessment services are provided as part of the EOPS program. Ninety-nine percent of EOPS students in 1988-89 were assisted through EOPS counseling and/or assessment services (Table 7). Nearly all EOPS students had received academic, personal, and/or career counseling at least once during each term.

This service is extremely important because it provides valuable assistance to students in formulating their required educational plans.

EOPS students are required to have a minimum of six contacts with counselors/advisors during the academic year, at least two of which must be with a certificated counselor. Some colleges require that all six be with certificated counselors. Others use paraprofessional and peer counselors for four of the required contacts. Almost 70 percent of the EOPS students enrolled in 1988-89 used paraprofessional/peer counseling services, which are a crucial means of providing personal support to students in dealing successfully with the educational, financial, and personal demands they encounter. Peer counseling – or students advising students – is not only a necessity but a strength in particularly large EOPS programs.

Testing and assessment provide important information about a student's aptitudes, interests, and educational needs. These services are provided to students in the EOPS program on a limited basis, and in all cases, supplement those provided by the college to students in general. EOPS testing and assessment services were utilized by 30 percent of the 1988-89 EOPS students.

Financial Aid. Information on the various types of financial aid provided to EOPS students under the program is presented in Table 8. This aid makes it possible for them to pursue a college education and realize their educational and career goals. Students may receive grants, loans, or work-study awards to defray educational costs. In other instances, they may receive matching aid to cover need unmet by traditional sources.

Table 8
Financial Aid Services
1988-89

Service	Students Served	
	Number	Percent
Unduplicated Total	27,866	68.0
EOPS Direct Grants	25,290	61.4
EOPS Work-Study	1,242	3.0
EOPS Loans	1,332	3.2
CWS Match	827	2.0
Perkins Loan Match	52	*

*Less than 1 percent

Sixty-eight percent of EOPS students enrolled in 1988-89 received some type of financial aid under the program (see Table 8). Of this group, over 90 percent received

EOPS direct grants (cash grant, book grant, stipend, etc.), which averaged about $350 per student.

Other EOPS Services. Transfer, career employment transition, and child care services are among other important services provided to EOPS students (Table 9). More than one of every four EOPS students enrolled in 1988-89 received assistance in preparing to transfer to a four-year institution. This assistance included field trips, contacts with four-year college staff, letters of recommendation, fee waivers, seminars or workshops, and more. Employment-transition activities included workshops or seminars, job site visits, assistance in job search and/or placement techniques, and preparation of employment applications and resumés. A smaller number of EOPS students (8.9%) received assistance in job/career employment transition. On most campuses, the job placement office carries out this function.

Table 9
Other EOPS Services
1988-89

Service	Students Served	
	Number	Percent
Transfer	10,744	26.1
Job/Career Employment	3,645	8.9
Child Care (non-CARE)	1,108	2.7

Only 2.7 percent of EOPS students received child care services in 1988-89. However, only a few colleges provided those services as part of the EOPS program in 1988-89. The number of EOPS programs offering child care services is increasing. Also, many students received grants to cover the cost of child care from the EOPS program and from CARE, if eligible for the latter program.

Efforts to Improve EOPS Data Collection

Since the early 1980's, the Chancellor's Office has contracted with Educational Evaluation Associates (EEA) to conduct Operational Program Reviews (OPRs) of EOPS programs statewide. These reviews typically have been conducted by a three-person team consisting of: (1) an external evaluator with experience and special training in naturalistic observation, (2) a Chancellor's Office representative, and (3) an EOPS administrator from another college. During college site visits, these three individuals undertake a variety of tasks – interviews, observations, and document reviews – to determine the effectiveness of local EOPS programs.

The OPR process was recently amended to include a fourth team member (Team Member D), whose responsibility will be to examine the accuracy and completeness of

data reported by the campus EOPS program. Pilot tests of the new procedures were conducted by EEA in 1988-89 to further develop and refine them. The participation of a Team Member D will be fully implemented for the 1989-90 round of Operational Program Reviews.

In addition to verifying the accuracy and completeness of the numbers reported by the EOPS program, Team Member D will also examine the program's data management procedures and their conceptualization. Specifically, the review will focus on the following data: (1) student demographic characteristics, educational goals, high school graduation status and outcome measures, and (2) the number of students served by various activities and functions specified in each college's EOPS program plan.

Procedures to be implemented by Team Member D include conducting a one-day site visit prior to the full OPR, working with the EOPS director and knowledgeable staff to identify the derivation of each reported number, making corrections and providing re-estimations where necessary, providing corrected figures to other OPR team members prior to the full-team site visit, and writing a summary for the final OPR report presented to the college and Chancellor's Office.

Systemwide staff anticipate that this new data-management examiner will help ensure the presence of more reliable and valid data for use by the Chancellor's Office in describing and justifying the program and for use by the colleges in improving their data management procedures.

Conclusion

Extended Opportunity Programs and Services represents the State's largest single commitment to meeting the educational needs of an at-risk population of college students who are predominantly older, women, single parents, lacking in basic skills, in need of financial assistance, and from underrepresented racial and minority groups. The EOPS program has developed a number of innovative student services to meet the needs of these students. In fact, several EOPS services have formed the central models for a number of new programs developed by the Chancellor's Office and mainstreamed throughout the community college system. These new programs include Matriculation, Transfer Centers, Tutoring, Peer Advisement, and Recruitment. As this report illustrates, the EOPS program is continuing to meet the needs and aspirations of a growing and increasingly diverse student population that continues to present challenges to community colleges.

Reports and studies by the Chancellor's Office and the California Postsecondary Education Commission, among others, indicate that the types and numbers of students currently served by EOPS will increase substantially over the next 15 years.

EOPS has a major role to play in creating an atmosphere of acceptance and understanding of these nontraditional students. The program will be challenged to provide effective services and instructional methods, facilitate and encourage positive attitudes toward the nontraditional student, and mediate conflicts between tradition and change. Today's EOPS students are the vanguard of those to come.

Annual Report on Extended Opportunity Programs and Services

1989-90

Extended Opportunity Programs and Services (EOPS) was established by the Legislature in 1969 by Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). EOPS represents the State's commitment to providing financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from attending college and/or otherwise discourage their successful participation in postsecondary education. To help them succeed, the program provides services that are specifically designed for EOPS students and that supplement the colleges' educational programs. The services include counseling, academic assessment, basic skills instruction, tutoring, book grants, and child care, among others.

To qualify for EOPS assistance, a student must be a resident of California, enrolled full-time, eligible for a Board of Governors Grant (BOGG), and educationally disadvantaged.

In 1970-71, its first year of operation, the program received $2.8 million in State funds and served 13,000 students at 46 community colleges. In 1989-90, ECPS received over $31 million in State funds and provided services to more than 45,000 students at 106 colleges.

Full implementation of the Management Information System (MIS) being developed by the Chancellor's Office will be required to more closely monitor the progress of the statewide EOPS program and more precisely evaluate its effectiveness in meeting the needs of a special, rapidly growing student population. MIS will collect student data on EOPS status, including such information as program eligibility, date of acceptance into the program, details on eligibility for a BOG Grant, and whether transfer assistance was provided. When fully operational, MIS will enable the Chancellor's Office to compare EOPS and non-EOPS students with respect to demographic characteristics, educational goals, academic programs, and educational outcomes.

Section 69655 of the *Education Code* directs the Board of Governors to report annually to the Legislature on Extended Opportunity Programs and Services. This report to the Board has been prepared for that purpose. It is based on (1) data furnished by EOPS directors in a survey conducted by the Chancellor's Office for the 1989-90 academic year, and (2) supplemental information gathered during EOPS Operational Program Reviews, which are conducted each year at a sample of community colleges. The report identifies significant and emerging trends and issues in EOPS, and examines in some detail various aspects of the program, including funding, student demographic characteristics, and numbers of students receiving specific services.

Emerging Trends in EOPS

An analysis of the data collected in the 1989-90 survey reveals a number of emerging trends in EOPS programs and services offered by California's community colleges.

1. **Enrollment**

   EOPS enrollment continues to grow. In 1989-90, EOPS programs served more than 45,000 community college students statewide. This represents an increase of approximately 5 percent over the number of students served the previous year.

   Preliminary data for 1990-91 indicate that this trend of increasing EOPS enrollments is continuing.

2. **Age**

   EOPS students are older than the average community college student. Close to one-half (46%) of the EOPS students enrolled in 1989-90 were at least 26 years old. In comparison, less than one-fourth (23%) of all full-time students were of a comparable age. The age difference is notable in that, traditionally, it has been the part-time community college student who is older. This trend is expected to continue for the foreseeable future.

3. **Gender**

   EOPS students are predominantly women. Of those enrolled in 1989-90, 65 percent were women, as compared to 49 percent of all full-time students. This trend is expected to continue as increasing numbers of low-income single mothers seek educational opportunities and greater economic security for themselves and their families.

4. **Ethnicity**

   EOPS students are predominantly from ethnic minority groups. Of those enrolled in 1989-90, 71 percent were from such groups, as compared to 40 percent of all full-time students. *Looking Ahead, Data for Planning* (Chancellor's Office, December 1987) reported that 40 percent of California's population at that time was made up of racial and ethnic minorities. By 2005, that figure will have increased to about 50 percent. In the Community Colleges, the number of ethnic minority students is expected to increase slowly but steadily over the next 15 years, and at a rate well ahead of the statewide trend toward a predominantly ethnic minority state.

5. **High School Education**

   Approximately 70 percent of EOPS students in 1989-90 had graduated from high school. Another 11 percent had received a High School Equivalency Certificate, and 15 percent were non-graduates. The high school graduation

rate of EOPS students is similar to that of all Californians, 73 percent of whom are high school graduates (1980 Census).

6. **Educational Goals**

The majority of EOPS students have transfer as a goal. Of those enrolled in 1989-90, 54 percent planned to transfer to a four-year institution, either with or without completing an associate degree. Another 27 percent aspired to a vocational or other associate degree, and approximately ten percent intended to obtain a certificate or license. MIS data will allow comparisons with the overall full-time student body.

Findings from the Statewide Survey of EOPS Programs

The following data are from responses by the colleges to the Chancellor's Office 1989-90 survey. Responses were received from 103 of the then-106 community colleges.

Program Funding and Expenditures

Data on the amount of 1989-90 local funding of EOPS were not available at the time this report was written. In 1989-90, the State provided $30.5 million in funding for Extended Opportunity Programs and Services (see Table 1). District support for the program totaled an estimated $8.9 million. The total amount represents about $817 per student served by EOPS. The district contribution represented approximately 31 percent of the total State contribution. This represents substantially more than the 15 percent match required by law and demonstrates a serious commitment to EOPS at the local level. These data will be updated to reflect actual 1989-90 spending as soon as possible.

Table 1
State and Local EOPS Allocations
1989-90
(Millions of Dollars)

Total State Allocation	**$ 30.5**
Administration	3.1 Est.
Services	17.8 Est.
Student Financial Aid	9.6 Est.
Total Local Allocations	**$ 8.9 Est.**
Administration	3.7 Est.
Services	5.2 Est.
Total Funding for EOPS	**$ 38.0 Est.**
Total Cost per Student Served	**$ 817.0 Est.**

Student Demographic Characteristics

In 1989-90, EOPS services were provided to 45,168 students. These students represented approximately 15 percent of all full-time students enrolled that year. Over 90 percent of EOPS students were enrolled full-time.

Preliminary data for 1989-90 indicate an increase of approximately 5 percent in EOPS enrollment, to some 47,000 students. This projected increase underscores the need for increased funding, particularly in light of the adverse impact of inflation on the cost of such important services as child care and tutoring, as well as on staff salaries and benefits.

Data on the age of EOPS students, as compared to all full-time community college students are presented in Table 2. Age data on EOPS students are reported differently than that for the entire full-time student body, which prevents meaningful comparisons between the two groups. However, it does appear that EOPS students tended to be older than the total 1989-90 full-time student population. For example, 46 percent of EOPS students were 26 years old or older, while only 23 percent of all full-time students were 25 years old or older.

It should be noted that the 45,168 students enrolled in 1989-90 are included in the total full-time enrollment figure of 305,350 (see Tables 2 and 3).

Table 2
Student Age Data
1989-90

EOPS Students		All Full-Time Students	
Total Students	45,168	Total Students	305,350
Age	Percent	Age	Percent
Under 18	1.8	19 or under	42.0
18 - 25	51.5	20 - 24	34.8
26 - 35	30.0	25 - 29	9.6
36 +	16.6	30 - 49	12.4
		50 +	1.1

Data elements collected by EOPS programs are different than those reported by colleges through the MIS system. This problem will be resolved when MIS is fully implemented.

Table 3
Student Demographic Data
1989-90

EOPS Students		All Full-Time Students	
Total Students	**45,168**	**Total Students**	**305,350**
Gender	**Percent**	**Gender**	**Percent**
Male	34.7	Male	48.8
Female	65.3	Female	51.1
Age*		**Age***	
Less than 26	53.2	Less than 26	76.8
26+	46.2	26+	23.1
Ethnicity		**Ethnicity**	
White	28.2	White	55.2
Black	16.9	Black	7.4
Hispanic	26.9	Hispanic	16.6
Asian/Pacific Islander	21.7	Asian/Pacific Islander	11.7
Native American	1.9	Native American	1.3
Filipino	1.0	Filipino	3.3
Other/Unknown	3.5	Other/Unknown	4.6

*Categories for all full-time students are actually "Less than 25" and "25+."

Approximately sixty-four percent of EOPS students in 1988-89 were women, as compared to 49 percent of all full-time students (Table 3). Also, 70 percent of EOPS students were from racial or ethnic minority groups (Table 3). The following racial/ethnic minorities have greater representation in EOPS than in the total full-time student population: Black, Hispanic, Asian/Pacific Islander, and Native American.

The consistently higher percentages of racial and ethnic minority students enrolled in the EOPS program should be attributed, in part, to the successful outreach and recruitment efforts of EOPS staff.

The higher percentage of women enrolled in EOPS reflects a trend that dates as far back as 1984-85, when women constituted 54 percent of EOPS students. In 1989-90, that figure had increased to 65 percent. The exact cause of this increase cannot be determined readily. It is likely, however, that the child care services provided by the Cooperative Agencies Resources for Education (CARE) program, which began in

1982-83, had a significant impact. CARE provides supplemental assistance and support services to EOPS-eligible students who are single parents receiving Aid to Families with Dependent Children (AFDC). In 1989-90, CARE was serving some 3,000 students in 44 EOPS programs.

Data on high school graduation status and educational goals of EOPS students are presented in Table 4. The great majority of EOPS students in 1989-90 had high school diplomas (69.5%). Another 10.6 percent had passed the General Educational Development (GED) test and received a High School Equivalency Certificate. Approximately 16 percent had not graduated from high school.

The education goal of a majority of EOPS students in 1989-90 was transferring to a four-year college or university (54%). Of those who wished to transfer, approximately 67 percent intended first to earn an associate degree. The educational goals of 18 percent of the EOPS students was to earn a vocationally related associated degree. Approximately 9 percent reported an educational goal of "other AA/AS degree" and another 10 percent wished to obtain an certificated or license. Ten percent indicated that they had "other" educational goals.

Comparison data on high school graduation status and educational goals for the general community college student body are expected to be available once the Management Information System is fully operational.

Table 4
EOPS Student Demographic Data
1989-90

Student Characteristics	Percent
High School Graduation Status	
Diploma	69.5
GED/Certificate	11.4
Not a Graduate	15.4
Unknown/No Data	3.7
Educational Goals	
Transfer, without AA/AS Degree	17.3
Transfer, with AA/AS Degree	36.7
Vocational AA/AS	17.7
Other AA/AS	8.9
Certificate/License	9.6
Other	9.2
Total EOPS Students	**45,168**

The Chancellor's Office 1989-90 survey also asked EOPS programs to provide data on the number of EOPS students who had met particular educational goals. The responses indicated that almost 10 percent of EOPS students requested copies of their transcripts in preparation for transfer to a four-year institution. In addition, nearly 7 percent had completed an associate degree. Smaller percentages of students receiving a certificate/license or entering career employment were reported. It must be noted that the availability of reliable data in this regard is extremely limited. Information gathered during site visits suggests that these data are dramatically understated. Efforts are underway to more accurately measure educational outcomes for EOPS students.

EOPS Activities and Services

In the 20 years since the program was established, EOPS staff have worked to develop the kinds of specialized support services and activities that provide access and success for a diverse and underrepresented student population. The wide array of innovative services and activities available to EOPS-eligible students is described below. In most instances, they are "over and above and in addition to" the services offered to the general student population.

Outreach and Recruitment. A student's initial contact with the EOPS program usually comes through the outreach and recruitment efforts of college staff (see Table 5). These contacts generally are informal, such as talking with students at an information booth on campus or during a presentation at a local high school. In addition, EOPS staff may publicize the program by visiting employment offices, local church groups, civic organizations, showing videos, and talking to parents and students in shopping malls.

Table 5
Recruitment and Outreach Services
1989-90

Service	Number
Contacted	113,435
Recruited *(prior to determining eligibility for EOPS)*	35,913
Recruited *(EOPS-eligible)*	16,637
Orientation/Registration Services	29,023

Through these methods, the word about the EOPS program was brought to almost 114,000 potential students during 1989-90. EOPS programs directly recruited 35,913 students who eventually enrolled in a community college. Of those, 16,637 were later determined to be EOPS-eligible. Over 29,000 (64%) of the 45,186 EOPS students enrolled in 1989-90, received EOPS orientation and/or early/priority registration

services. These students may or may not be the same ones who were directly recruited by EOPS. It is possible, even likely, that some EOPS students who were not recruited received orientation and/or priority registration services.

Instructional Support. The *Education Code* and Title 5 regulations governing the EOPS program direct colleges to provide basic skills instruction and tutorial assistance to eligible students. The numbers and percentages of 1989-90 students who received various forms of instructional support from EOPS are displayed in Table 6. Specifically, 13.2 percent of the EOPS students received EOPS-specific or EOPS-sponsored instructional services such as summer readiness, extended orientation, basic skills, or study skills. "Over and above" tutoring services were received by 22 percent of the EOPS students. It should be noted that EOPS students are also eligible for the remedial instruction and tutorial services available to community college students in general; therefore, the data in Table 6 probably understate the amount of instructional support EOPS students received.

Table 6
Instructional Services
1989-90

Service	Students Served	
	Number	Percent
EOPS-Specific Instruction	5,940	13.2
Tutoring	9,948	22.0
Book Services/Book Loans	13,391	29.6

Table 7
Counseling and Assessment Services
1989-90

Service	Students Served	
	Number	Percent
EOPS Counseling	43,371	96.0
Testing/Assessment	6,370	14.1
Paraprofessional/Peer	582	63.3

Counseling and testing/assessment services are provided as part of the EOPS program. The numbers and percentages of students who were assisted through EOPS counseling and/or assessment services are shown in Table 7. Nearly all EOPS students had received academic, personal, and/or career counseling at least once during each term (96%). This service is extremely important because it provides valuable assistance to students in formulating their required educational plans.

EOPS students are required to have a minimum of six contacts with counselors/advisors during the academic year, at least two of which must be with a certificated counselor. Some colleges require that all six be with certificated counselors. Others use paraprofessional and peer counselors for four of the required contacts. Over 63 percent of the EOPS students enrolled in 1989-90 used paraprofessional/peer counseling services, which are a crucial means of providing personal support to students in dealing successfully with the educational, financial, and personal demands they encounter. Peer counseling – or students advising students – is not only a necessity but a strength in particularly large EOPS programs.

Testing and assessment provide important information about a student's aptitudes, interests, and educational needs. These services are provided to students in the EOPS program on a limited basis, and in all cases, supplement those provided by the college to its students in general. EOPS testing and assessment services were utilized by 14.1 percent of the 1989-90 EOPS students.

Financial Aid. Information on the various types of financial aid provided to EOPS students under the program is presented in Table 8. This aid makes it possible for them to pursue a college education and realize their educational and career goals. Students may receive grants, loans, or work-study awards to defray educational costs. In other instances, they may receive matching aid to cover need unmet by traditional sources.

Table 8
Financial Aid Services
1989-90

Service	Students Served	
	Number	Percent
EOPS Direct Grants	24,985	55.3
EOPS Work-Study	1,275	2.8
EOPS Loans	1,772	3.9
CWS Match	552	1.2
Perkins Loan Match	27	*

*Less than 1 percent

Over one-half (55.3%) of EOPS students received financial aid from the EOPS program in the form of a direct grant (cash grant, book grant, stipend, etc.), which preliminary data indicate averaged about $350 per student. Much smaller percentages received the other types of financial aid offered.

Other EOPS Services. Transfer, career employment transition, and child care services are among other important services provided to EOPS students (Table 9). More than one of every five EOPS students enrolled in 1989-90 received assistance in preparing to transfer to a four-year institution. This assistance included field trips, contacts with four-year college staff, letters of recommendation, fee waivers, seminars or workshops, and more. A smaller number of EOPS students (9.8%) received assistance in job/career employment transition. Transition activities included workshops or seminars, job site visits, assistance in job search and/or placement techniques, and preparation of employment applications and resumés.

Table 9
Other EOPS Services
1989-90

Service	Students Served	
	Number	Percent
Transfer	9,789	21.7
Job/Career Employment	4,409	9.8
Child Care (non-CARE)	695	1.5

Relatively few EOPS students (1.5%) received child care services in 1989-90. However, only a few colleges provided those services as part of the EOPS program in this year. The number of EOPS programs offering child care services is increasing. Also, many students received grants to cover the cost of child care from the EOPS program and from CARE, if eligible for the latter program.

Conclusion

Extended Opportunity Programs and Services represents the State's largest single commitment to meeting the educational needs of an at-risk population of college students who are predominantly older, women, single parents, lacking in basic skills, in need of financial assistance, and from underrepresented racial and minority groups. The program not only has developed innovative student services to meet the needs of these students but also has strengthened those services traditionally offered to all community college students. As this report illustrates, the EOPS program is continuing to meet the needs and aspirations of a growing and increasingly diverse student population whose educational and socioeconomic disadvantageousness present obstacles to a college education.

Reports and studies by the Chancellor's Office and the California Postsecondary Education Commission, among others, indicate that the types and numbers of students currently served by EOPS will increase substantially over the next 15 years.

EOPS has a major role to play in creating an atmosphere of acceptance and understanding of these nontraditional students. The program will be challenged to provide effective services and instructional methods, facilitate and encourage positive attitudes toward the nontraditional student, and mediate conflicts between tradition and change. Today's EOPS students are the vanguard of those to come.

For the 1990-91 annual report, the Chancellor's Office intends to phase out the collection of data from campus EOPS programs and to use data collected through the MIS, including data on student outcomes.

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